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ABSTRACT

The employment of School Community Assistants funded under Title I of the Elementary and Secondary Education Act was intended to support the ongoing teaching processes in the classroom through the provision of lay personnel residing in the community who served on a paraprofessional level. The specific objectives of the project were for the School Community Assistant service to have a positive effect upon the attitudes of community parents toward the school, of school staff toward the community, and, of students toward the school. Assessment instruments were intended to convey the perceived effects of the School Community Assistant component upon the various aspects of school community relations. (Author/JM)

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SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS BASED ON THE EVALUATION OF THE GREAT CITIES SCHOOL SERVICE ASSISTANTS PROJECT, SCHOOL COMMUNITY ASSISTANTS COMPONENT

Funded under Title I of the Elementary
and Secondary Education Act

1970-71

The documents, tables, and other data supporting the findings of this evaluation are on file and available for examination in the office of the evaluator.

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GREAT CITIES SCHOOL SERVICE ASSISTANTS PROJECT,[1]
SCHOOL COMMUNITY ASSISTANTS COMPONENT, 1970-71

The Great Cities School Community Assistants component of the School Service Assistants Project was intended to support the ongoing teaching processes in the classroom through the provision of lay personnel residing in the community who served on a paraprofessional level as school service assistants.

The primary thrust of the program was directed toward more effective and successful educational programs for the students. Toward this end, the school community assistants sought to build good communication between school and community and also to develop stronger cooperation and deeper insights among parents, school staff members, and students.

It was anticipated that a strengthened awareness of the problems and program of the school on the part of community members and children, augmented by a reciprocal understanding by school staff members of the community milieu, would engender a rapport which would lead ultimately to more successful and meaningful educational experiences for the students. It was believed also that the ability to relate more intimately to children and adults of the community might be possible by a person who was familiar with and shared a common environment.

Thus an adult from each school community[2] in the project area who met project and Board of Education qualifications and requirements was employed as a compensated[3] paraprofessional to promote the above aims through providing a

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[1]Funded under Title I of the Elementary and Secondary Education Act.

[2]In some cases more than one SCA served a school community.

[3]The rate of compensation was in accordance with skills, proficiency, and years of satisfactory service rendered. It ranged from a minimum rate of $1.90 per hour to a maximum of $3.10 per hour, attainable at the conclusion of four years of service.

viable communicative link between the school and community.

In addition to their function of serving directly to improve the educative process through pupil-parent-teacher contacts, the SCA's performed other services such as setting up tutorial programs for pupils, clothing and food banks, and conducting after-school charm classes which stressed aspects of personal cleanliness and appearance. They performed additional services such as providing transportation facilities for the procurement of food stamps and medical attention, consumer education, and also arranging employment referrals for community members and their families.

Furthermore, they provided parents with information on drug abuse, both prevention and treatment, and endeavored to instill elements of civic pride in youngsters through the organization of clean-up parades and the creation of posters encouraging the importance of ecology in the community.

Specific Objectives of the Project

Based on the general goals of the program, the specific objectives of the project as related to its evaluation were as follow:

1. The school community assistant service will have a positive effect upon the attitudes of community parents toward the school.

2. The school community assistant service will have a positive effect upon the attitudes of the school staff toward the community.

3. The school community assistant service will have a positive effect upon the attitudes of the students toward the school.

Procedures Used to Measure Attainment of Objectives

The following procedures were employed in an effort to assess the effectiveness of the program in terms of its specific objectives.

A. School community assistants (SCA) from each "A" and "B" designated Title I elementary and secondary schools submitted names and addresses of six parents with whom they had contacts or dealings during the 1970-71 school year. The names of teachers

and children, subjects of these contacts, were likewise provided.

B. Assessment instruments which were intended to convey the perceived effects of the school community assistant service upon various aspects of school community relations were completed by ninety-two matched pairs of parents and teachers selected at random from the original lists of contacts submitted by the SCA's. Each pair had rated the service rendered by the same school community assistant.

C. The assessment forms of thirty-six of these matched pairs of parents and teachers were augmented by assessment forms completed by corresponding students who were the subjects of the SCA-parent-teacher contacts.

D. Although each of the three instruments administered to the parents, teachers, and students were esoterically oriented in a vernacular sense, many assessed aspects contained basic elements of parallelism which permitted bi-lateral and tri-lateral comparative analyses of the responses from the dual (parent-teacher) and triad (parent-teacher-student) groups respectively.

Each of the three assessment forms contained ten school-community related aspects. There were four categories of appraisal for each aspect: (1) poor effect, (2) no effect, (3) good effect, and (4) excellent effect.

E. A movement-matrix technique involving the construction of scattergrams for those aspects which were parallel in nature was employed in order to determine differences or similarities in the responses of both dual and triad groupings of respondents.

The marginal totals of appraisal responses were tabulated for each of the parallel aspects, and the chi square test of statistical significance was used to determine significant differences in the respective responses. The means and standard deviation were computed for the responses of the three groups to each of the remaining school-community aspects.

Analysis and Findings

The specific objectives of the project, and the analysis of the data and findings based on the procedures for measuring the attainment of these objectives are presented below.

Objective 1: The school community assistant service will have a positive effect upon the attitudes of community parents toward the school.

As shown by the data in Table 1, eighty-five (94%) of the parents considered the school community assistant service rendered them and their child

to have had a positive[1] effect upon their having acquired a better understanding of school problems. Of these parents fifty-three (59%) assessed the service as having had a "good" effect, and more than one-third (35%) of them perceived it to have had an "excellent" effect in this school problem-comprehension area.

The data indicated also that more than nine-tenths (92%) of the parents regarded the SCA effect upon their feelings that teachers were aware of their particular problems as a positive one. Forty (47%) parents had assessed the effect of the paraprofessional assistance accorded them and their children to have been "good." A slightly fewer number of parents (45%) had deemed the effect of the assistance rendered in regard to teachers' awareness of their problems as "excellent."

With respect to the effect of SCA assistance upon parental involvement in school community affairs, the parents considered it also to have been a positive one, to a lesser extent, however, than in the preceding aspects. Seventy-one (79%) community adults regarded the effect to have been "good" or "excellent" upon their school affairs involvement, whereas ten (11%) parents indicated that the paraprofessional assistance in this area had a "poor" effect, and nine (10%) of the adults had considered the assistance to have had "no" effect upon their involvement.

It was indicated by the data that nearly all (97%) of the parents assessed the SCA effect to have been positive with regard to feelings that their opinions concerning school affairs would be heard and considered. The parents were almost evenly divided in their perceptions of the degree of perceived positiveness, forty-five (49%) of them having regarded the effect upon their acknowledged

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[1]For purposes of data analysis, the rating categories were dichotomized so that "poor" and "no" effect assessments represented negative ratings, whereas ratings of "good" and "excellent" effect depicted positive ratings.

TABLE 1

ASSESSMENT BY PARENTS OF THE EFFECT OF SCHOOL COMMUNITY ASSISTANT SERVICE UPON SCHOOL COMMUNITY RELATIONS

School-Community Aspects	Poor Effect		No Effect		Good Effect		Excellent Effect	
	N*	Pct.	N	Pct.	N	Pct.	N	Pct.
Better understanding of school problems	3	3	3	3	53	59	32	35
Feelings that teachers are aware of your particular problems	1	1	6	7	40	47	38	45
Your own involvement in school community affairs	10	11	9	10	51	57	20	22
Feelings that your opinions about school affairs will be heard and considered	3	3	0	0	45	49	44	48
Obtaining more help for your child	2	2	1	1	41	47	44	50
Better understanding of the school program	3	3	4	5	45	53	33	39
Composite aspects	22	4	23	4	275	52	211	40

N* = number of parents.

opinions in school goings-on to have been "good," and forty-four (48%) of the school patrons considered the effect to have been an "excellent" one.

Similarly, it was found that eighty-five (97%) of the adults had perceived the effect of SCA assistance to have been positive with respect to feelings that more help was available for their children than previously anticipated. Slightly less than one-half (47%) of the parents regarded the assistance of the SCA's to

have had a "good" effect in this respect, and one-half (50%) of them regarded it as "excellent."

Concerning the aspect of a better understanding of the school program as the result of paraprofessional service rendered them, the data showed that seventy-eight (92%) of the parents accorded it a positive rating. It was shown that forty-five (53%) parents had considered the effect to have been "good," and slightly less than two-fifths (39%) of the community adults had perceived it to have been "excellent."

With regard to the SCA-service effect upon four additional aspects about which parents were queried: (1) clearing up rumors concerning the school (3.31),[1] (2) attitudes toward teachers in general (3.46), (3) attitudes toward school administrators (3.47), and (4) school efforts to provide for their child's education (3.45), a pattern of appraisal was manifested similar to that of the six aspects previously delineated.

By means of the application of a four-point scale (1 - 4) to the assessment categories of "poor effect," "no effect," "good effect," and "excellent effect," respectively, it was found that the mean of the responses to the aspects cited was 3.42. This indicated an assessment approximately midway between a "good" and "excellent" effect for the four items enumerated.

Objective 2: The school community assistant service will have a positive effect upon the attitudes of the school staff toward the community.

The pattern of assessment by school staff members of their perceived effect of school community assistant service upon school-community relations, each aspect of which paralleled its counterpart dealt with previously, was found to be similar to that of the parents.

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[1]Figures in parentheses represent the mean of responses to each facet.

It was shown by the data (Table 2) that eighty-seven (96%) staff members felt that the paraprofessional service in child-parent-SCA contacts in which they personally were directly involved manifested a "good" or "excellent" effect upon their better understanding of community problems. Sixty-four (71%) teachers indicated that the SCA assistance had exerted a "good" effect in this area, and twenty-three (25%) teachers felt that the effect had been "excellent."

In regard to their impressions that school problems were better understood by the community as the result of paraprofessional assistance, three-fifths (60%) of the staff members asserted that the SCA's effect had been "good," and three-tenths (30%) of them felt that it had been an "excellent" one.

Although a substantial majority (82%) of the school professionals considered the paraprofessional-assistance effect upon their own involvement in school-community affairs to have been positive, the degree of positiveness (similar to that of the parents' appraisal) was less than that concerning the other facets assessed. Slightly less than three-fifths (57%) of the teachers considered the effect to have been "good," and one-fourth (25%) of them considered it to have been "excellent." Conversely, fifteen (17%) teachers regarded the effect as negligible, and one (1%) staff member considered it to have had a "poor" effect.

The data showed that eighty-eight (96%) professionals regarded the SCA-effect upon their feelings of improved avenues of communication with parents to be positive. Forty-four (48%) of the school staff members considered the effect upon this facet to have been "good," and an identical number of staff members regarded it as "excellent."

With regard to the facet concerning the providing of more effective help to particular youngsters as the result of paraprofessional intervention, seventy-eight (88%) of the teachers regarded the effect in this area to have been a positive one. The teachers above were equally divided in their assessment of

TABLE 2

ASSESSMENT BY TEACHERS OF THE EFFECT OF SCHOOL COMMUNITY ASSISTANT SERVICE UPON SCHOOL COMMUNITY RELATIONS

School-Community Aspects	Perceived Effect							
	Poor Effect		No Effect		Good Effect		Excellent Effect	
	N*	Pct.	N	Pct.	N	Pct.	N	Pct.
Better understanding of community problems	1	1	3	3	64	71	23	25
Feelings that school problems are better understood by the community	1	1	8	9	51	60	25	30
Your own involvement in school community affairs	1	1	15	17	51	57	23	25
Feelings of improved avenues of communication with parents	1	1	3	3	44	48	44	48
Providing more effective help to particular youngsters	1	1	9	11	39	44	39	44
Better understanding of the goals and aspirations of the community	1	1	7	8	53	63	24	28
Composite aspects	6	1	45	8	302	57	178	34

N* = numbers of teachers.

the facet's degree of effect positivity, one-half of them having assessed it as "good" and one-half of the professionals considering it to have been "excellent."

Seventy-seven (91%) teachers assessed the SCA effect upon their better understanding of the goals and aspirations of the community to have been definitively positive. Slightly more than three-fifths (63%) staff members

regarded the effect to have been "good," and more than one-fourth (28%) of them considered it to have had an "excellent" effect upon this community-understanding facet.

There were four additional aspects concerning the effect of SCA-assistance upon which school staff members reacted. These aspects concerned: (1) improved communication and rapport with community parents (3.46),[1] (2) improved rapport between teacher and particular pupils (3.05), (3) improved academic performance of particular youngsters (2.75), and (4) improved attendance on the part of particular youngsters (3.01).

The adaptation of a four-point scale to the four assessment categories (as in the previous parent-appraisal section) showed that the mean of the responses of the teachers to the aspects delineated above was 3.08. The data indicated that a general assessment by the teachers concerning the SCA-effect upon the four aspects enumerated was slightly above the "good effect" rating category.

Objective 3: The school community assistant service will have a positive effect upon the attitudes of the students toward the school.

It was indicated by the data[2] in Table 3 that thirty (83%) students considered the effect of the paraprofessional assistance rendered them to have had a positive effect upon their better understanding of school problems. Eighteen (50%) pupils considered the effect to have been "good," and twelve (33%) considered it to have been "excellent." Six (17%) youths felt that the

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[1]Figures in parentheses represent the mean of responses by teachers to each facet.

[2]The data contained the responses of students (grades 5-12) who were the subjects of parent-teacher-SCA conferences and whose respective parent and teacher views encompassed the data comprising Tables 1 and 2.

paraprofessional assistance rendered them had "no" effect upon this facet. There were no pupils who felt that the effect had been "poor."

Twenty-six (72%) youngsters asserted that the SCA effect upon their feelings that their problems were better understood by teachers as the result of the school community assistant's aid was positive. One-half (50%) of them regarded the effect as "good," and eight (22%) youths regarded it to have been "excellent." However, it was found that seven (20%) students had found the effect to have been negligible, and three (8%) of them asserted that it had a "poor" effect upon better understanding of their particular problems by teachers.

With respect to the aspect concerning their feelings of desiring to get more involved in school community affairs, twenty-nine (80%) students expressed the view that the SCA influence had been positive. The data showed that seventeen (47%) students regarded it to have had a "good" effect, and one-third (33%) of them regarded it to have been an "excellent" influence. Seven (20%) students regarded the SCA effect to have had "no" or a "poor" effect upon their school-involvement desires.

Twenty-nine (82%) of the students considered the SCA effect upon feelings that their opinions on school affairs would be heard and considered to have been positive. Almost one-half (48%) of the youths regarded the effect to have been "good," and slightly more than one-third of them (34%) considered it to have had an "excellent" effect upon their feelings concerning the area cited. Three (9%) pupils felt that the SCA service had "no" effect, and a similar number of youngsters considered the effect to have been "poor."

The research instrument administered to the students contained six additional "feelings-about-school" facets. They were: (1) feelings of getting

TABLE 3

ASSESSMENT BY STUDENTS OF THE EFFECT OF SCHOOL COMMUNITY ASSISTANT SERVICE UPON SCHOOL COMMUNITY RELATIONS

School-Community Aspects	Perceived Effect							
	Poor Effect		No Effect		Good Effect		Excellent Effect	
	N*	Pct.	N	Pct.	N	Pct.	N	Pct.
Better understanding of school problems	0	0	6	17	18	50	12	33
Feelings that teachers better understand your particular problems	3	8	7	20	18	50	8	22
Your own involvement in school community affairs	1	3	6	17	17	47	12	33
Feelings that your opinions about school affairs will be heard and considered	3	9	3	9	17	48	12	34
Composite aspects	7	5	22	15	70	49	44	31

N* = numbers of students.

along better with teachers (3.33),[1] (2) feelings concerning improved parental understanding of the youths' particular school problems (3.16), (3) feelings toward teachers in general (3.33), (4) feelings of desiring to attend school more than before (3.17), (5) feelings of better communication among themselves, teachers, and parents (3.28), and (6) feelings that the school is attempting to provide a good education for them (3.33).

[1]Figures in parentheses represent the mean of responses by pupils to each facet.

Through application of a four-point scale as employed in previous sections, the mean of the students' responses to each aspect was determined and cited above. The mean of student responses to the composite aspects was 3.27. The data suggested that, generally, the students considered the school community assistants' aid to have had a substantially "good" effect upon the six facets delineated.

Comparative Data on Parent-Teacher Responses

As stated earlier in this report, an endeavor was made to conduct a comparative analysis of the parent and teacher (diad) responses regarding the effect of SCA-service upon those school-community relations items which were parallel in substance. There were six such items or facets which met this criterion. The responses of the parents and teachers to each of the six items were analysed in parallel sequence and comprised the descriptions of the results pertaining to Objectives 1 and 2, respectively, which were dealt with previously.

The comparative analysis procedure entailed the employment of a movement-matrix technique involving the construction of scattergrams for each of the six facets in order to determine differences or similarities in the appraisal responses of parents and their teacher counterparts with respect to the SCA service rendered.

Only diad data obtained from corresponding pairs of parents and teachers who were involved in specific SCA-parent-teacher-student confrontations were included in the tabulation and analysis of the results. As shown in the previous analyses, there were four SCA-service appraisal categories for each facet: (1) poor effect, (2) no effect, (3) good effect, and (4) excellent effect. The rating categories were intended to approximate a four-point scale.

Thus a four-by-four fold, sixteen-celled working table was constructed to record, simultaneously, the responses of each parent-teacher pair to each of the six school-community relations items. The chi square test of significance was applied to the marginal totals of the responses to determine significant differences at the .05 level.

A tally of the responses recorded in each of the sixteen cells[1] is represented by the numerical entries in Diagram 1 (Appendix). In interpreting the data it is observed that the four horizontal categories contain the responses of the parents to the facet "a better understanding of one another's (school or community) problems." The four vertical categories contain the responses of their teacher counterparts to the identical facet.

It is noted that the parent-teacher diad responses are read in horizontal-vertical sequence. Thus it is seen (Diagram 1, upper right) that whereas twenty-two parents had considered the effect of the SCA-rendered service upon the facet cited to have been "excellent," their twenty-two teacher counterparts regarded the effect of the paraprofessional service upon them as "good," a slightly lower appraisal category.

The numerals in the four cells which comprise the diagonal from the lower left to the upper right corner depict identical assessments of paraprofessional service by matched pairs of parents and teachers. The numerals representing parent-teacher diad responses in the six cells below the four diagonal cells denote higher appraisals by parents than by their teacher "mates." Conversely, the numerals in the six cells above the diagonal cells indicate higher appraisals concerning the effect of paraprofessional service by the teachers than by their parental counterparts.

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[1]Absence of a numerical entry in any cell is indicative of no diad responses at that level of appraisal.

The broken lines in the table are intended to facilitate interpretation. The numerals below the broken lines in the lower right section of the table represent the responses of parent-teacher pairs in which parents placed a higher value on the effect of SCA service by two rating categories or more than did their teacher counterparts. Conversely, the numerals above the broken lines depict a correspondingly higher appraisal by the teachers than by their parent partners.

The data (Diagram 1) showed that there was general agreement among the parent-teacher pairs[1] that the effect of the school community assistants' service upon their better understanding of another's problems was "good" or "excellent." As seen in the diagonal cells (upper right), forty-five (49%) of the parents and teachers were in identical agreement that the SCA-effect upon the facet assessed was a "good" or "excellent" one. Thirty-seven parents and teachers perceived the effect to have been "good" and eight parent-teacher diads, or couples, regarded the SCA-effect as "excellent."

It was indicated also that, of the remaining diads, parents had a slightly higher perception of the effect of the paraprofessional service rendered than did the teachers. A tally of the numerals in the six cells below the diagonal shows that twenty-six (29%) parents were slightly more optimistic in their appraisals than were the teachers. Conversely, a total of the numerals in the six cells above the diagonal indicates that twenty (22%) teachers perceived a more viable SCA-effect upon the facet appraised than did the parents.

Based on the criterion of parent-teacher disagreement by a margin of two rating categories or more, it was shown (within the brokin lines, lower right)

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[1]Referrals to parents and teachers in this evaluation phase denote pairs of same who were involved in specific conferences concerning students in which the local school community assistant was a participant.

that only two (2%) teacher-parent pairs disagreed thusly, the parents having been more optimistic than their counterparts. Reciprocally (upper right) the data show that four (4%) teachers held higher perceptions than the parents by the margin cited.

The application of the chi square to the respective marginal totals of parent and teacher responses indicated that, in all cases, the differences were not of sufficient margin to have been considered significant at the .05 level.

The movement-matrix technique was similarly employed in the treatment of diad data regarding five other school community aspects which bore characteristics of parallelism. In the interests of brevity, however, the tables related to each item have been omitted from placement in this report.[1] The results of the data analysis are delineated and described forthwith.

With respect to the facet concerning "feelings of awareness of one another's problems," the scattergram analysis showed that thirty-five (41%) of the parents and their teacher counterparts were in mutual accord that the effect of the paraprofessional service upon the facet cited had been "good" or "excellent." Twenty-four parent-teacher pairs assessed the SCA-effect as "good", and eleven such pairs perceived it to have been "excellent." As in the previous facet, the remaining parents perceived the paraprofessional assistance to have had a more potent effect upon them than did the teachers. The differences, however, were found to be essentially in their respective perceptions concerning the "good" and "excellent" rating categories.

With regard to perceptions varying by two evaluative categories or more,

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[1]As evidenced on the cover of this report, these and other documents supporting the findings of this report are on file and available for examination in the office of the evaluator. However, the anonymity of all persons and schools related to this data will be scrupulously observed.

it was seen that six (7%) parents were accordingly more optimistic in their appraisals than their teacher partners, whereas three (4%) teachers assessed the SCA-effect more highly than did the parents by the margin indicated.

In regard to the facet dealing with feelings of wanting to get more involved in school-community affairs, thirty (33%) parent-teacher diads were in identical accord that the SCA-service effect upon them was "good" (twenty-six pairs) or "excellent" (four pairs). Moreover, twenty-seven (30%) parent-teacher pairs differed in their appraisal only in the degree of perceptive positiveness, i.e., "good" or "excellent" effect.

On the basis of parent-teacher disagreement by two evaluative categories or more, it was found that four (4%) parents were less enthused about the effect upon school-community involvement than were their teacher counterparts. On the other hand, eleven (12%) teachers held the SCA-service effect in higher regard, by the margin cited, than did their corresponding partners.

Unlike the results of the two previous school-community relations facets, the teachers felt generally that the paraprofessional-assistance effect had a more positive impact upon them than it did on the parents. The differences, however, were insufficient to be considered statistically significant.

The data showed that, with respect to the facet concerning feelings of improved school-community communication as the result of the SCA-service, almost all (92%) of the parent-teacher pairs were in accord that the paraprofessional service rendered them had exerted a "good" or "excellent" effect upon the facet evaluated. The responses were approximately evenly distributed in each of these two positive rating categories.

There was little disagreement, by a margin of two or more assessment categories, between the parent-teacher diads, only five (5%) diads differing to this extent. In all cases the differences were statistically negligible.

With regard to the facet concerning the provision of more help for particular youngsters as an outcome of paraprofessional assistance, a pattern of appraisal was manifested similar to that of the previous facet. Forty (45%) of the parent-teacher couples were in identical agreement that the effect of the paraprofessional aid rendered them was "good" or "excellent," twenty pairs of parents and teachers having agreed upon the former assessment and an equal number of same upon the latter rating. Thirty-five (40%) other diads varied in their appraisals only to the extent of their perceptions of the SCA-service effect as having been "good" or "excellent." The above parent-teacher pairs were approximately evenly divided in their assessments of the degree of positiveness of the effect, i.e., good or excellent.

There were nine diads who were in disagreement by two rating categories or more. Six (7%) parents were more positively disposed by this margin than were their teacher counterparts, and three (3%) teachers assessed the value of the SCA-service more highly than the parents by a similar margin. All differences were found, through application of the chi square test, to have been statistically insignificant.

The data indicated, with reference to the facet which concerned a better understanding of school and community goals, that twenty-seven (32%) parents and teachers were in identical agreement that the effect of the SCA service was "good." Six (7%) parent-teacher pairs regarded it as "excellent." Moreover, thirty-eight (45%) diads differed only in their appraisal of whether the effect upon them regarding the school-community-understanding facet was good or excellent.

With respect to differing assessments of diads by two or more rating categories, there were eight (9%) such parent-teacher pairs, the teachers feeling a slightly more positive impact regarding the above facet than the

parents. On an overall basis, however, the parents perceived a more positive feeling concerning a better understanding of school-community goals than did the teachers. The differences, in all cases, were not of sufficient margin to be considered statitistically significant.

Comparative Data on Parent-Teacher-Student Responses

Supplementing the comparative analyses of parent-teacher (diad) responses implemented in the previous section, a somewhat more encompassing analysis was made concerning the responses of matched groups of parents, teachers, and students, the latter of whom were the subjects of the parent-teacher-student-SCA confrontations.

A sub-population of the previous diads comprising thirty-six matched pairs of parents and teachers were augmented by an identically-matched equal number of students forming triads, each of whom was directly involved as a trio in specific contacts in which a school community assistant was a participant. A cross-reference analysis was made with regard to the responses of each of the trios, or triads, to four school-community facets which were parallel in content and interpretation.

The movement-matrix procedure involving scattergrams was applied to each dual combination of parents, teachers, and students in order to determine differences or similarities in the responses. The chi square test of statistical significance was employed for this purpose in the manner previously described.

Teacher-Student Responses

With respect to the overall comparative results regarding the teacher-student responses relative to the composite facets, it was found that approximately two-fifths (39%) of the teachers and students were in identical accord that the SCA-effect upon their perceptions concerning the composite school-

community relations facets was "good" or "excellent." Four (3%) teacher-student pairs felt that the paraprofessional assistance had "no efffect" upon them with regard to the facets appraised.

There was general agreement among three-quarters (75%) of the teachers and students that the effect of the paraprofessional assistance upon the composite facets was good or excellent, the former appraisal exceeding the latter by an approximate margin of three to one.

On the basis of comparative data regarding disagreement by two appraisal categories or more, it was found that thirteen (9%) teacher-student pairs disagreed by this margin, the majority of these teachers feeling, generally, a more positive effect upon them as the result of the SCA service than did the students.

Overall, a rather similar pattern of appraisal was manifested by the teachers and students regarding their perceptions of the effect of the school community assistant service upon the four school community relations facets which were appraised. A substantial majority of the teacher-student pairs were in agreement concerning the positive effect upon them derived from the SCA service with respect to the facets which were evaluated. It was found also that the students' perceptions, although positive, were generally somewhat less so than were those of their teachers. The differences, however, were of insufficient margin to be considered statistically significant.

Parent-Student Responses

It was indicated by the data that the evaluative trend regarding the responses of the parents and students with respect to the effect of the SCA service upon their perceptions regarding the four school community relations facets was, on the whole, similar to that of the teacher-student group. The data showed that two-fifths (40%) of the parent-child pairs were in identical

accord that the SCA-service effect upon the composite school-community relations facets was "good" or "excellent." None of the parent-student pairs had manifested identical assessments in the "no" or "poor" effect rating categories.

It was seen also that, overall, approximately seven-tenths (72%) of the parents and teachers felt that the paraprofessional assistance rendered had a "good" or "excellent" effect upon the school community relations facets cited. In regard to the degree of positiveness, the "good" ratings outnumbered the "excellent" ratings by a three-to-two margin.

As in the evaluative section previous, the students felt somewhat less enthusiastic, generally, about the effect of the SCA-service upon them in the matters cited than did their parents. An exception to this trend concerned the facet dealing with involvement in school affairs in which the students expressed a slightly higher regard concerning the aide-service effect than the adults.

On the basis of disagreement by a margin of two rating categories or more, it was found that one-sixth (16%) of the parent-student pairs were thusly divergent in their perceptions of the SCA-service effect upon the composite school community relations facets. Following the trend above, the students were somewhat less enthusiastic in their appraisals than were their parents.

The chi square test applied to the marginal totals, however, showed that in all cases the differences were not of sufficient margin to be considered statistically significant.

Parent-Teacher Responses

The pattern of responses of the sub-population of parents and teachers regarding the effect of the paraprofessional assistance upon their perceptions of school community relations paralleled almost identically that of the entire

parent-teacher population dealt with earlier.

Therefore, in the interests of brevity, the listing of the results appeared to be redundant and have been omitted from this section of the report. A detailed delineation and description of same may be seen in the previous section entitled "Comparative Data on Parent-Teacher Responses."

Implications of the Evaluation

Based on the procedures employed to determine the effectiveness of the project in terms of its stated goals, the findings of this evaluation showed, rather definitively, that each major objective of the program had been achieved. It is recommended, therefore, that the project should continue to remain operational.

APPENDIX

DIAGRAM 1

PARENT AND TEACHER RESPONSES TO SCHOOL COMMUNITY RELATIONS
FACET 'BETTER UNDERSTANDING OF ONE ANOTHER'S PROBLEMS'

	Poor Effect	No Effect	Good Effect	Excellent Effect	
Totals	3	3	53	32	
23		1	14	8	Excellent Effect
64	3	2	37	22	Good Effect
3			2	1	No Effect
1				1	Poor Effect

T E A C H E R S

P A R E N T S

$x^2 = 2.91$, no significance.